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ABSTRACT

This report contains descriptions of "client-oriented" evaluation programs--students evaluating teachers, teachers evaluating principals, and principals evaluating central office administrators. The information was gathered through questionnaires received from 29 of 67 school systems which had indicated in an earlier survey (of 500 school systems) that they conducted such evaluation programs. The information is presented to illustrate some of the approaches schools and school systems have used to implement evaluation by subordinates. Included are reports from 1) five systems in which some teachers in one or more schools have given their students the opportunity to evaluate them; 2) 19 systems where teachers in one or more schools have been permitted to evaluate their principals; 3) three systems which submitted forms used by principals to evaluate central office personnel and services (in cne of these districts teachers also evaluate central office subject-matter coordinators and directors); and 4) four school system evaluatien programs developed and administered by universities. The evaluation forms used by each are included along with information on the frequency cf evaluation and use and disposition of forms. A bibliography lists 45 items under "Rating of Teachers by Students" and three under "Rating of Principals by Teachers." (JS)

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CENTRAL OFFICE

THE EVALUATEE

PRINCIPAL

EVALUATES

TEACHER

THE EVALUATOR

PUPIL

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ERS Circular No. 5, 1970 August 1970

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THE EVALUATEE EVALUATES THE EVALUATOR

Who is the best judge of the effectiveness of a teacher or administrator? Traditional evaluation programs are based on the premise that an individual's immediate superior is the person most competent to conduct in-depth job evaluations. Others have advocated that evaluation by an individual's subordinates is more significant because the subordinate is in a position to constantly observe the performance of the evaluatee. In other words, it is the student who is most familiar with the work of the teacher; the teacher knows best how his principal and supervisor operate; and the principal is keenly aware of the effectiveness of the supervision and cooperation he receives from central office administrators.

Much unrewarding thought on the part of the Educational Research Service staff has gone into a search for a concise adjective or phrase encompassing all the above subordinate evaluation variations. For want of a better expression, the term "client-oriented" is used in some of the discussion which follows.

As has been evidenced by inquiries to the NEA Research Division over the past 10 years, the idea that teachers ought to be allowed to evaluate their principals has long been on teachers' minds. Similar inquiries have come to the Educational Research Service from administrators who believe they should have the opportunity to evaluate superintendents and other central office staff. Not a great deal has been written, and almost nothing has been done, to implement such evaluations.

That positive steps are now being taken in some school districts to make possible the evaluation of professional personnel by their "clients" has become evident from recent literature and negotiation agreements between teachers and boards of education. At least two systems now have a provision in the agreement negotiated between the teachers' organization and the board of education which allows for teacher evaluation of principals and central office staff.

The agreement negotiated between the Aurora (Colorado) Education Association and the board of education for the period 1969-72 makes teacher evaluation of administrators mandatory:

1. Teachers must evaluate their principal and their appropriate consultant or coordinator once annually between February 1-15.
2. Teachers will use the same forms used by those who evaluate principals, consultants, and coordinators.
3. Evaluations must be signed by teachers and the original given to the person evaluated. Teachers are encouraged to retain copies of evaluations.

The 1969-71 agreement negotiated in Berea, Ohio, states that:

> The faculty of each building shall have the opportunity to annually evaluate the administrators and supervisors; all teachers shall have the opportunity to annually evaluate the administration of the central office. The forms for such evaluations shall be mutually agreed upon by the Association and the Administration. A summary, prepared jointly by the Administration and the Association, shall be filed in the administrator's personnel files.

In communications with the administration of the Berea City School District, however, it was learned that as of the beginning of the 1970-71 school year the topic has been studied by committees but no agreement on procedures has been reached.

In the area of student evaluation of teachers, much has been done over the past 35 years by way of experimentation (see bibliography on pages 50-52). Generally, these experiments have been in higher education and have been set up as special research projects in the area of teacher effectiveness. Much of this literature shows a strong correlation between the validity of student evaluations and pupil achievement under a specific teacher. More recently, however, students have been demanding the right to submit formal evaluations of their teachers on a regular basis.

In order to determine what has been the experience of school systems which have tried some

form of "client-oriented" evaluation on the school building level or systemwide, the Educational Research Service sent a special request for information to 67 school systems which responded "Yes" to one or more of the following questions on a recent questionnaire on selected school practices:

> *Has there been instituted in your system or any one of its schools, a regular procedure whereby teachers submit formal evaluations of their principal? Has this ever been tried and abandoned?*
>
> *Is there any school in your system which permits students to submit formal evaluations of their teachers? Has this ever been tried on an experimental basis and abandoned?*

Twenty-nine of the 67 systems submitted the requested information. Of the remaining 38 systems, 13 indicated that their responses had been in error, and 25 did not reply to the request. Included in this Circular are the reports from five systems in which some teachers in one or more schools have given their students the opportunity to evaluate them; 19 systems where teachers in one or more schools have been permitted to evaluate their principals; three systems which submitted forms used by principals to evaluate central office personnel and services (in one of these districts teachers also evaluate their central office subject-matter coordinators and directors); and four university-sponsored evaluation services mentioned by responding school systems.

Because of the small number of replies and the limited distribution of the initial questionnaire (only 500 of nearly 20,000 school systems were surveyed), this Circular is not a statistical or normative study. It is intended, rather, to illustrate some of the approaches schools and school systems have used to implement this type of evaluation.

In the section beginning on page 5, each of the above programs is summarized and evaluation forms are reproduced. It is emphasized that the forms have been reproduced as they were submitted by the participating schools and school systems, for the sole purpose of making clear the scope of the evaluations. They have not been especially selected and they are not necessarily recommended.

Scope of client-oriented evaluation programs. In four of the systems where some students evaluate their teachers, this program is voluntary on the part of teachers and is dependent upon the encouragement given the program by individual principals and teachers. In one system, however, a principal has made the program mandatory on the part of his teachers. Six of the teachers-evaluate-principal programs operate on a systemwide basis; that is, it is mandatory that each principal provide his teachers with this opportunity. All of the evaluations of central office personnel and services operate districtwide on a required basis.

Review by higher authority. Generally, the evaluations are submitted only to the person being evaluated for his personal perusal and information. In two systems, however, a teacher's principal or assistant principal reviews the students' evaluations. In one of these cases the teacher has already seen the form; in the other the forms are submitted directly to the principal who prepares a summary of the results on each teacher, discusses these with him, gives a copy of the summary to the teacher, and destroys the original forms.

In five systems the superintendent or other central office administrator reviews evaluations teachers have made of principals; in two of these systems, the principal voluntarily submits them to the superintendent for review. In the three central office evaluation systems, the results are automatically sent to the superintendent.

Frequency of evaluation. Where use of the evaluation forms is voluntary on the part of the individual being evaluated, the frequency of evaluation is also discretionary, but annual evaluations are most common in both mandatory and voluntary programs. In the proposed program of evaluating principals and central office personnel in Fayette County, Kentucky (page 36), the frequency of evaluations decreases with years of service in the system.

Types of evaluation procedures and forms. With the exceptions of the interview-type procedure employed for evaluating principals in Tulsa, Oklahoma (see page 20) and the summary report of conferences on central office services in Alum Rock Elementary School District, California (page 44), evaluations are submitted anonymously on printed or otherwise duplicated evaluation forms which provide a checklist on personal and job performance characteristics and usually include space for narrative comments by the respondent. In a few cases, these forms are the same used by the individual's superior to evaluate him; several principals have developed one or more forms for their own use; and the teachers' association in another system developed the form used to evaluate principals. In most cases, however, a form and procedure was suggested by the central office.

One method of client-oriented evaluation, not reported by any of the responding systems, has been suggested in a recent unpublished paper by George B. Redfern. His proposal is based on the theory set forth in his book, *How To Appraise Teaching Performance*[1/], that evaluation should be a cooperative effort. Client-oriented evaluation, he suggests, should be a general evaluation as opposed to the in-depth evaluations conducted by the individual's superior. The cooperatively-developed performance objectives agreed upon by the individual and his superior form the basis for the client-oriented evaluation. To use the process of teachers evaluating principals as an example, the client-oriented evaluation would proceed along the following steps:

1. The principal provides his teachers with the list of performance goals he and his administrative superior have agreed upon.

2. The principal requests that his teachers identify goals or objectives which they deem appropriate for the principal to be mindful of as he performs his duties.

3. The principal and teachers should agree on a list of general items which may be used by the teachers to assess the overall performance of the principal.

4. The teachers assess the performance of the principal in two ways:

   a) By evaluating the degree to which they feel the performance objectives (those which they are competent to assess) were achieved, and

   b) By using the general items earlier agreed upon to make an overall assessment of his performance.

The evaluator may or may not sign the evaluation form; this should be agreed upon in advance by the parties concerned.

Dr. Redfern goes on to suggest examples of performance goals. For instance, the principal and his superior may agree that in the coming year the principal ought to find ways to reduce pupil absenteeism by probing for the causes and recommending measures for improvement. The teachers might agree with the principal that another performance goal would be to analyze the reasons for delays in delivery of supplies and find systematic ways to expedite the receipt of supplies and materials. The qualities of overall performance might be such items as supervisory ability, temperament, ability to motivate, accessibility, and integrity. According to Dr. Redfern's proposal, both the performance goals and the overall qualities may be evaluated on a scale--a five-point scale, for instance, with an additional mark to indicate that the evaluator does not have enough information to make a valid judgment.

On the basis of only 29 responses, it is impossible to make any valid generalizations about the state-of-the-art or the trends in client-oriented evaluations. It is safe to say, however, that the art is still in its infancy. Whether it will ever mature will depend primarily on the attitudes of the parties involved and the type of procedure instituted.

The individual evaluated must be convinced that (1) he is not perfect; (2) the evaluation can be a valid method of achieving improvment in performance--his evaluators are not just "out to

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1/ Redfern, George B. *How To Appraise Teaching Performance*. Columbus, Ohio: School Management Institute, Inc., 1963. 100 p. $2.50.

get him"; (3) the evaluators are competent to judge him in certain areas, e.g., interactions, relationships, and other areas in which the evaluator and evaluatee come into direct contact. Evaluators will have to regard the client-oriented evaluation as a cooperative process which involves an obligation to be objective and constructive.

This study was designed and written by Suzanne K. Stemnock, Professional Assistant, Educational Research Service

STUDENT EVALUATION OF TEACHERS

GLEN RIDGE, NEW JERSEY

Use of forms by teachers: Voluntary, now used by about 10-15 percent of teachers. Principals encourage middle and high school teachers to use them.

Frequency of evaluation: At teacher's discretion--generally at close of each semester.

Disposition of completed forms: At teacher's discretion.

Forms used:

The design of each form is to be worked out cooperatively with the teacher's director or the teacher may do this alone. The topics below are presented as suggestions for possible areas that could be included in a teacher-designed form for student evaluation of the teacher:

Personal:

- Communication ability
- Rapport with students
- Emotional stability
- Promptness

Efficiency:

- Objectivity in the selection of materials
- Clarity of goals and objectives
- Cohesiveness of topics
- Use of class time
- Wide range of methods
- Nature of outside assignments

Creativity:

- Motivating influences
- Resourcefulness
- Inventiveness

General:

- Presentation of subject matter
- Ability to convey relevancy of subject matter to student lives
- Enthusiasm for subject matter
- Sincere interest in students' welfare, progress, and success
- How much respect does the teacher hold for the knowledge of students?
- Does he act superior?
- Stress on learning rather than grades
- Atmosphere of classroom
- Adjustment to new ideas and situations
- Well prepared, can meet any situation
- Discipline develops from self
- Motivates best efforts of all students
- Accessibility
- Understands all sides of a question
- Prejudices show

BAY CITY, MICHIGAN

Use of forms by teachers: Voluntary, used by less than 12 of a staff in excess of 100. A former high school principal made the forms available to his staff from 1962 to 1967. Small minority of students in the school has recently demanded right to evaluate teachers, and one teacher currently plans to use the form. The demand was taken under advisement and is being studied.

Frequency of evaluation: At end of school year.

Disposition of completed forms: At teacher's discretion.

Why was the practice abandoned? The push came from the individual who was principal at the time. When he left in 1967, the practice was abandoned. There was no demand on the part of the staff to continue the practice, although the teachers who used the forms found them personally useful and the students welcomed the opportunity.

(Continued)

BAY CITY, MICHIGAN *(Continued)*

Form used:

A PUPIL'S RATING SCALE OF AN INSTRUCTOR

Instructor's name. (Please print) _____ Course _____ Date _____

Each of the qualities listed below is divided into three sections. Each section is divided into three degrees and numbered accordingly from 1 to 9, 1 being the highest degree and 9 the lowest. In rating, draw a circle around the number which best describes your instructor.

Your fair and honest opinion is what really counts. Your instructor desires this rating for his own self-improvement.

ORGANIZATION OF COURSE	1 2 3 Carefully planned; well organized.	4 5 6 Some organization but not always clear.	7 8 9 Lacks organization and planning.
PREPARATION FOR EACH CLASS	1 2 3 Shows definite evidence of careful preparation.	4 5 6 Shows some preparation. Lacks thoroughness.	7 8 9 Not well prepared; knowledge inaccurate at times.
TEACHING SKILL	1 2 3 Produces steady interest in subject, creates real desire; keeps things moving.	4 5 6 Teaching procedure seldom changes; student interest moderate.	7 8 9 Classes tend to be dry and uninteresting; class period drags.
ENTHUSIASM AND INTEREST IN COURSE	1 2 3 Keeps up steady interest and enthusiasm.	4 5 6 Appears to be reasonably interested.	7 8 9 Seems to teach course without enthusiasm.
ASSIGNMENTS	1 2 3 Students understand the tasks of each new assignment. Students know what is desired.	4 5 6 Sometimes rather indefinite; without definite planning.	7 8 9 Usually hurriedly given; rather vague; sometimes very unreasonable.
JUDGMENT OF VALUES	1 2 3 Usually selects important ideas; omits unimportant items.	4 5 6 Sometimes overlooks important points, spending time on insignificant details.	7 8 9 Frequently misses important ideas; wanders off on trivial details.
CLASS DISCUSSION AND QUESTIONS	1 2 3 Questions challenging; demand sound thinking; discussions interesting and stimulating.	4 5 6 Questions rather easy and simple; often calls for memorized facts; discussions ramble.	7 8 9 A lecture or laboratory class and this section does not apply.
POISE AND SELF-CONFIDENCE	1 2 3 Well poised; sure of himself; not easily upset	4 5 6 Seems embarrassed at times; fairly self-cofident.	7 8 9 Easily upset; uncertain as to procedure; lacks confidence.
EXAMINATIONS	1 2 3 Questions thought-provoking; carefully selected; clear.	4 5 6 Questions usually factual; require little thinking.	7 8 9 Examinations poorly planned and managed.
SCHOLARSHIP	1 2 3 Excellent mastery of subject; wide fund of knowledge in other fields.	4 5 6 Knowledge fair but without depth.	7 8 9 Knowledge frequently inadequate. Instructor seems vague.
ABILITY TO CREATE STUDENT INTEREST	1 2 3 Usually keeps steady interest in subject; stimulates thinking.	4 5 6 Students have average amount of interest.	7 8 9 Classes drag and students are indifferent.
CLASSROOM MANAGEMENT AND DISCIPLINE	1 2 3 Efficient management; pupils orderly and attentive.	4 5 6 Satisfactory organization; few disciplinary problems.	7 8 9 Poor organization; many disciplinary problems.
SPEECH	1 2 3 Voice pleasant; speaks distinctly, fluently.	4 5 6 Speaks reasonably well.	7 8 9 Enunciation poor; makes frequent errors in speech.
TOLERANCE	1 2 3 Encourages students to express opinions even though they differ with the instructor's ideas.	4 5 6 At times appears to be disturbed and impatient when students oppose instructor's views.	7 8 9 Resents opposition; intolerant.
SENSE OF HUMOR	1 2 3 Posseses keen sense of humor.	4 5 6 Rather sober and serious; somewhat humorous at times.	7 8 9 Shows little or no sense of humor.
PERSONAL APPEARANCE	1 2 3 Neatly and appropriately dressed; well groomed.	4 5 6 Appearance fair; makes average impression.	7 8 9 Careless in dress; untidy.
RELATIONSHIP BETWEEN STUDENTS AND INSTRUCTOR	1 2 3 Attitude of friendliness; feeling of mutual interest; easily approached.	4 5 6 Neither ill-will nor friendliness prevails. Attitude somewhat indifferent.	7 8 9 Considerable spirit of antagonism between students and instructor.

PRINT your criticisms of the course. These will be very helpful to your instructor's self-improvement. Do not sign your name.

On the back of this form PRINT any annoying mannerisms your instructor has developed which should be corrected.

JERICHO, NEW YORK--Jericho Senior High School

Use of forms by teachers: Developed in 1968-69 by a group of students and teachers; used on a voluntary basis by teachers and students.

Frequency of evaluation: At discretion of teachers and students.

Disposition of completed forms: Returned to teachers by students; used by teacher to become more sensitive to perceptions of students in his class.

Form used:

Course and Method Evaluation Form

_____ _____
Title of course Teacher

_____
Evaluator's name (optional)

I. COURSE
A. Write an assessment of the course curriculum. (Suggestions--relevance, interest, organization, amount of material, time spent on topics)

B. Materials involved
1. Circle one:
Homework: a. too little; b. average; c. too much
Comments: _____

_____

2. Circle one:
Tests: a. too few; b. right amount; c. too many
Comments: _____

_____

3. Circle one:
Tests: a. too hard; b. fair; c. too easy
Comments: _____

_____

4. Please comment on any other materials involved--labs, field trips, textbooks, etc.

_____

_____

II. STUDENT
Describe your general attitude and relationship toward class and class members (interested, indifferent, hostile, etc.) and how or if it has changed as a result of taking the course.

_____

_____

III. METHODS OF PRESENTATION
Write a general assessment of different methods of presentation used by the teacher to present the course (suggestions--willingness to answer questions, guidance of discussion and stimulation of interest and further study, etc.)

_____

_____

GLENDALE-NICOLET HIGH SCHOOL DISTRICT, WISCONSIN (Milwaukee) -- Nicolet High School

Use of forms by teachers: Voluntary on part of teachers. Tested by 16 in May 1969, by 12 in December 1969, and additional teachers will be evaluated in 1970.

Frequency of evaluation: Regular schedule has not yet been established. Tested on pilot basis.

Disposition of completed forms: Reviewed by teachers, filed with assistant principal.

Form used:

To be filled in by student

Hour Teacher No. Year Level Required Elective

QUEST INSTRUCTOR RATING SCALE DIRECTIONS

In order to secure information which may lead to the improvement of instruction in this department, you are asked to rate your instructor on EACH of the items on the following pages. On each line make an "X" at the place which seems to you most appropriate for the instructor you are rating. To avoid confusion, all marks should be directly on the numbers. The highest rating for an item is 5, the lowest is 1. To aid you in making your evaluation, two descriptions have been supplied for each item. The one at the left is for the best rating and the one at the right for the lowest rating. These descriptions are to be used in a relative rather than an absolute sense.

1.	The purposes and goals of this course were outlined	5 completely	4	3	2	1 not at all
2.	Your instructor's concern for students was	5 outstanding	4	3	2	1 poor
3.	This course has encouraged you to think	5 greatly	4	3	2	1 little
4.	The tests in this course have been	5 comprehensive	4	3	2	1 narrow
5.	The instructor's approach to the course and subject was	5 imaginative	4	3	2	1 dull
6.	The purposes and goals of this course were realized	5 completely	4	3	2	1 not at all
7.	Your instructor, as compared with others, was	5 outstanding	4	3	2	1 poor
8.	The tests in this course have been	5 fair	4	3	2	1 unfair
9.	This course has been	5 difficult	4	3	2	1 easy
10.	Your comprehension of the content of the course was	5 clearly satisfactory	4	3	2	1 confusing
11.	Testing done in this course	5 stimulated learning	4	3	2	1 was mediocre
12.	The language used by the instructor has been	5 clear and comprehensible	4	3	2	1 overly complex and confusing

(Continued)

GLENDALE-NICOLET HIGH SCHOOL DISTRICT, WISCONSIN *(Continued)*

		5	4	3	2	1	
13.	Classroom procedures have been	organized meaningfully					erratic confusing
14.	Your attitude toward this course has been	highly favorable					very unfavorable
15.	The instructor's encouragement of student thinking was	outstanding					discouraging
16.	In his attitude toward students, your instructor was	always considerate					frequently rude
17.	Of all the teachers you have had, your instructor was among the	best					poorest
18.	This course captured your interest	a great deal					very little
19.	Your instructor's grading practices were	clearly understood					not explained
20.	Your instructor's presentations were	novel, orginal					boring
21.	Explanation of difficult points or concepts has been	outstanding					poor
22.	Demonstration of procedures and techniques has been	outstanding					poor
23.	Application of principles and concepts has been	outstanding					poor
24.	Organization of principles and concepts was	outstanding					poor
25.	Meaningful evaluation of student accomplishment was	oustanding					poor

Please use the following space for any comments you would like to make about this course.

CHATTANOOGA, TENNESSEE

Use of forms by teachers: Required by principal in one secondary school.

Frequency of evaluation: Not reported.

Disposition of completed forms: The principal develops a summary from the completed forms and in turn discusses the results with the teacher. The composite is given to the teacher for self-evaluation and improvement. All original forms are destroyed by the principal after he has made the composite.

(Continued)

CHATTANOOGA, TENNESSEE *(Continued)*

Form used:

Teacher Evaluation

Direction: This is a subjective evaluation. Your honest and thoughtful opinion is desired. What you say will not be revealed to anyone. Do not sign your name or identify yourself in any way.

Please mark in the blank spaces provided an (X) for the most appropriate answer to each statement.

I. On the whole what do you think of this course?

Very worthwhile_____. Well taught_____. Subject matter too difficult_____.

Teacher too far above me____. Subject interesting_____. Not worthwhile____.

II. Do you now feel that you will get enough from this course to continue to the next level. (Example: Latin I to Latin II)

Yes_____. No_____.

III. Do you feel your teacher explains the subject adequately?

Part of the time_____. Most of the time_____. Seldom_____.

IV. How do you feel about the amount of work assigned in the course?

Too much_____. About right_____. Too little_____.

V. Do you feel the teacher knows the subject?

Very well_____. Fair_____. Weak_____.

VI. Do you feel the teacher has trouble reaching the students?

All students some of the time_____. All students all time_____.

Some students some of the time_____. Some students all time_____.

VII. Do you feel the teacher is properly prepared to teach each day?

Prepared every day_____. Sometimes not ready to teach_____. Wastes many days with little going on in class_____.

VIII. Does the teacher hold your interest?

Always_____. Usually_____. Sometimes_____. Never_____.

IX. Do conditions in the classroom interfere with your learning?

Too much noise_____. Room uncomfortable_____. Teacher has irritating mannerisms_____. List mannerisms:_____

X. Do you think your teacher has explained the subject so that you understand what is going on?

Most of the time_____. Part of the time_____. Seldom_____.

(Continued)

CHATTANOOGA, TENNESSEE *(Continued)*

XI. Do you feel the evaluations given by your teacher (tests) are:

Fair_____. Unfair_____. Too hard_____. About right_____.

Too easy_____. Usually what is expected_____. Rarely what is expected_____.

XII. Do you feel the teacher's classroom control is:

Too strict_____. About right_____. Too weak_____.

XIII. Do you think the teacher's grading system is: Fair_____. Unfair_____.

XIV. Do you feel the teacher is sincerely interested in you as an individual?

Yes_____. No_____.

XV. What do you think of the teacher's appearance?

Doesn't detract from teaching_____. Detracts from teaching_____.

XVI. Do you feel the teacher makes assignments clear?

Always_____. Usually_____. Seldom_____. Never_____.

XVII. Do you feel free to discuss class activities with your teacher?

Sometimes_____. Yes_____. No_____.

XVIII. What do you think of the course as taught?

Like it enough to take another similar course_____. Will take a similar course only if required_____. Will never take a course again like this____.

XIX. Do you feel your teacher spends as much time and effort on this course as most of our teachers do?

More_____. About the same_____. Less_____.

XX. Would you recommend this teacher to other students at this school?

Easy teacher_____. Hard but fair_____. Outstanding_____.

Weak teacher_____.

XXI. What changes would you recommend in your teacher's teaching methods?

Better explanations_____
More explanations_____
More homework_____
Less homework_____
More tests_____
More work with individuals_____
More group work_____
More student participation_____
More audiovisual aids_____
More resource people (non-teacher lecturers)_____
More extra work_____
Stay after school and help more_____

XXII. Are you satisfied with what you are learning?

Yes_____. No_____.

TEACHER EVALUATION OF PRINCIPALS

CHULA VISTA, CALIFORNIA, Elementary School District

Use of forms by principals: Voluntary; several principals have used self-made instruments, and in 1968 an instrument developed by the Stanford Center for Research and Development in Teaching (see page 48) was used.

Frequency of evaluation: Not reported.

Disposition of completed forms: Stanford forms were scored by the Center and a profile was developed and sent directly to the principal. Self-made forms are strictly for principal's benefit.

Forms used: Two of the self-made evaluation forms are reproduced below.

TO: All Teachers

I would like to do some self-evaluation through your eyes. I would appreciate your filling out this questionnaire on a "no pulling of punches" basis.

The behavior of the principal indicates that he is:

1. Good
2. Fair
3. Poor

Knows the facts which support the program _____

Studies all problems which may be involved before making changes in the school program _____

Consults with parents and teachers when developing new policies _____

Accomplishes a lot of work through his office _____

Is able to solve problems between teaching and non-teaching personnel _____

Utilizes the special skills and talents of others _____

Encourages a teacher and provides security which helps the teacher to work _____

Locates and makes available new and pertinent instructional materials _____

Is considerate of all religious and moral opinions _____

Makes his meaning clear _____

Plans the best use of physical facilities, time, and personnel _____

Makes wise assignment of responsibilities to each teacher _____

Takes the initiative in organizing curriculum plans _____

Is interested in what is happening in each classroom _____

Helps teachers to know whether or not they are doing a good job _____

Stimulates the teacher to be creative and independent in teaching _____

(Continued)

CHULA VISTA, CALIFORNIA *(Continued)*

PRINCIPAL BEHAVIOR DESCRIPTION QUESTIONNAIRE

Directions:

a. PLEASE READ EACH ITEM CAREFULLY.
b. Think about how frequently your principal engages in the behavior described by the item.
c. Decide whether he always, often, occasionally or never acts as described by the item.
d. Draw a circle around one of the five letters following the item to show the answer you have selected.

A Always
B Often
C Occasionally
D Seldom
E Never

1.	Demonstrates a genuine personal interest in children.	A B C D E
2.	Actively supports staff in their relationships with parents and students.	A B C D E
3.	Evidences a definite philosophy of education.	A B C D E
4.	Is sensitive to teachers' problems.	A B C D E
5.	Is forward looking and progressive in attitude and action.	A B C D E
6.	Makes important decisions on the basis of only a few facts.	A B C D E
7.	Copes with parental pressures and determines the extent of influences an individual or a group should have on school policy or routines.	A B C D E
8.	Is reluctant to admit his own mistakes.	A B C D E
9.	Evaluates teachers' effectiveness objectively and impartially.	A B C D E
10.	Has the respect and admiration of the students.	A B C D E
11.	Attempts to help teachers find ways of working more effectively with problems present in their classrooms.	A B C D E
12.	Remains calm and poised in difficult situations.	A B C D E
13.	Makes friends for the school.	A B C D E
14.	Protects staff from unjust criticism or demands made by individual parents or groups.	A B C D E
15.	Makes an effort to see that teachers have adequate supplies and equipment when needed.	A B C D E
16.	Is enthusiastic about his work.	A B C D E
17.	Handles problems with tact.	A B C D E
18.	Solicits teachers' participation in making decisions on matters with which they are concerned.	A B C D E
19.	Provides teachers with the security and freedom needed to do a good job.	A B C D E

(Continued)

CHULA VISTA, CALIFORNIA *(Continued)*

20.	Hesitates to take a stand or make his position known on issues involving education.	A B C D E
21.	Is friendly and approachable.	A B C D E
22.	Realizes the possible value of differing points of view.	A B C D E
23.	Makes decisions on the basis of logical, clear thinking--not emotionalized responses.	A B C D E
24.	Keeps his expectations and requirements reasonable.	A B C D E
25.	Conducts meetings effectively.	A B C D E
26.	Criticizes individuals in the presence of others.	A B C D E
27.	Deals fairly with all children.	A B C D E
28.	Has the ability to weld the faculty into a harmonious working unit.	A B C D E
29.	Looks with disfavor on the expression of opinions which differ from his.	A B C D E
30.	Exhibits positive educational leadership.	A B C D E
31.	Criticizes constructively through suggestions for improvement.	A B C D E
32.	Carefully considers teacher suggestions when making decisions.	A B C D E
33.	Follows through on discipline problems referred to him.	A B C D E
34.	Makes himself readily accessible to staff members.	A B C D E
35.	Gives effective interpretation of school to the community.	A B C D E
36.	Shows little appreciation for teachers' efforts or accomplishments.	A B C D E
37.	Is able to accept constructive suggestions gracefully.	A B C D E
38.	Speaks effectively.	A B C D E
39.	Compliments teachers for work well done.	A B C D E
40.	Has a sense of humor.	A B C D E
41.	Plays favorites among faculty members.	A B C D E
42.	Gives each teacher a feeling of importance as a person.	A B C D E
43.	Gives little direction to school program.	A B C D E
44.	Is neat and well groomed.	A B C D E
45.	Conducts all school affairs in honest, ethical, tactful manner	A B C D E
46.	Is able to admit errors in judgment.	A B C D E
47.	Develops effective procedures which simplify and facilitate the procurement of needed supplies, communications, etc.	A B C D E

(Continued)

CHULA VISTA, CALIFORNIA *(Continued)*

48.	Deals impartially and fairly with each teacher.	A B C D E
49.	Makes suggestions and corrections tactfully.	A B C D E
50.	Suspends judgment and decisions until all the facts have been obtained.	A B C D E

EAST WHITTIER ELEMENTARY SCHOOL DISTRICT, CALIFORNIA
--Ceres Elementary School

Use of form by principals: Used by one principal and vice principal at end of 1968-69 school year. Will be used at midyear and end of year in 1970-71.

Frequency of evaluation: Annually.

Disposition of forms: Returned anonymously to principal, who reads them, takes notes, and forwards them to the superintendent. Effect on principal and vice principal's formal evaluations not known.

Form used:

Evaluation of Principal and Guidance Vice Principal

We are desirous of some feedback from you, relative to the effectiveness of our effort in behalf of you and the students. We need to know what we are doing well, not doing, and/or not doing well.

1. Areas where you feel we have been supportive of you.
2. Areas where we have been effective with children.
3. Areas where you feel we have not been supportive of you.
4. Areas where we have been less (or not) effective with children.
5. How can we help you become more effective in the classroom?
6. What areas are in need of more attention from us next year?
7. General suggestions for our improvement.
8. In what ways do you think that you, as teachers, can increase the effectiveness of the school's educational program.

SAN JUAN SCHOOL DISTRICT, CALIFORNIA (Carmichael)

Use of form by principals: Used systemwide since 1968-69.

Frequency of evaluation: Not reported.

Disposition of forms: Completed forms are sent to the school principal anonymously by the staff. He then summarizes the results which are discussed with his immediate superior, an assistant superintendent. Forms are not placed in personnel files, but do help the assistant superintendent in his evaluation of the principal.

Form used: Form below was developed by the San Juan Teachers Association. The district has also used the Purdue Rating Scale for Administrators and Executives.

CRITERIA FOR THE EVALUATION OF SCHOOL ADMINISTRATORS

This administrator evaluation form is for a presentation of your views concerning the effectiveness of your administrator. React to the 25 statements on the form as you see the relationship between you and your administrator. There is no requirement to sign the completed form. The following simple directions should be read before proceeding.

1. All reactions are to be put on the single sheet form.
2. Put the administrator's name on the form on the line provided.
3. Remember, if this evaluation procedure is to be truly effective, every teacher should respond, to provide as broad a base of opinion as possible.
4. If you have any written comments to make, place them on the back of the form.
5. When you have completed filling out the form, seal it in the envelope with the administrator's name on it, and return the sealed envelope to your Building President.

The rating scale:

1. The first four spaces in the rating scale on the form are numbered from 1 through 4.
2. The #1 space represents a low rating, or inadequate performance.
3. The #4 space represents a high rating, or superior performance.
4. The numbers #2 and #3 would represent progressively higher ratings, between inadequate and superior performance.
5. The space headed N/A is designed for your use in the event you feel the item does not apply to you and your relationship with your administrator; or if you simply have no information on which to base a rating.
6. Fill in the space in the rating column, for each of the 25 items that reflects your evaluation of your administrator on that item.

(Continued)

SAN JUAN SCHOOL DISTRICT, CALIFORNIA *(Continued)*

NAME: _____

Place an X in the appropriate square.

	1	2	3	4	NA
1. Knows and respects my individual characteristics, talents and potentialities.					
2. Is accessible when needed.					
3. Lets me know when I do a good job.					
4. Assists me in creating and maintaining good classroom discipline.					
5. I have confidence in him.					
6. Encourages my cooperation in determining the policies and goals of the school.					
7. Is hospitable to my opinions, whether solicited or volunteered, and considers them fairly and without prejudice.					
8. Avoids exchange of derogatory remarks with others.					
9. Puts good suggestions into practice.					
10. Makes faculty assignments and promotions on the basis of professional qualifications, not on the basis of personal likes or dislikes.					
11. Creates a professional environment which results in high teacher morale.					
12. Does all he can to establish the best physical working conditions.					
13. Has the ability and the courage to give constructive criticism in a friendly, firm and positive manner.					
14. Evaluates me on bases which include adequate classroom observations.					
15. Encourages me to try new methods and teaching techniques.					
16. Plans and executes profitable teachers' meetings.					
17. Supports me in my professional development.					
18. Assists me in the guidance and counseling of pupils and parents.					
19. Provides proper and continuous orientation for new teachers.					
20. Provides proper and continuous orientation for substitute teachers.					
21. Provides leadership in continuous curriculum evaluation and improvement.					
22. Treats me as a responsible adult.					
23. Helps me in orientating source materials for curriculum development.					
24. Does not make unreasonable demands for my services during my unassigned time.					
25. Has an effective philosophy of education which results in high student morale.					

ROME, GEORGIA, city schools

Use of form by principals: Voluntary since 1967-68.

Frequency of evaluation: Twice a year, in December and May.

Disposition of forms: Not reported.

Form used:

PRINCIPAL EVALUATION FORM

Name of Administrator _____

Name of School _____

Address of School _____

Enrollment in School _____

This evaluation guide may be used in several ways. The superintendent of schools may use it as he evaluates each administrator; it may serve as a self-evaluative instrument; or teachers may be encouraged to evaluate their administrators. Indeed, all three plans may be used concurrently.

Check: 3 - If it is clearly evident that the item represents superior practice

2 - If evidence indicates that the item represents satisfactory or average practice

1 - If there is little affirmative evidence, but the item generally represents unsatisfactory practice

A. PERSONAL QUALITIES	3	2	1	Comments
1. Defends principle and conviction in the face of pressure				
2. Earns respect and standing among his professional colleagues				
3. Is neat and well groomed				
4. Is genuinely pleasant and attentive, displaying a good sense of humor				
5. Maintains poise under trying situations				
6. Has vitality ensuring regular performance				
7. Shows a deep sense of loyalty to associates and respect for group decisions cooperatively reached ..				
8. Has a personal goal for improvement through graduate study, studying the professional literature, and other known practices				
B. COMMUNITY RELATIONSHIPS				
1. Gains respect and support of the community in the conduct of the school operation				
2. Actively participates in P.T.A. work without dominating the organization				

(Continued)

ROME, GEORGIA *(Continued)*

	3	2	1	Comments
3. Develops an understanding by parents of the program and philosophy of the school				
4. Achieves status as a community leader in public education				
5. Lives a normal, balanced life acceptable to the community				
6. Participates actively in community activities, community chest drives, civic clubs, etc.				
C. ADMINISTRATION AND SUPERVISION				
1. Is prompt in carrying out his duties				
2. Is prompt in providing reports to central office ...				
3. Demonstrates loyalty to the profession and participates in activities of professional organizations				
4. Demonstrates good judgment in decision making				
5. Helps teachers and other professional workers grow in their professional capabilities by providing them with security and freedom to do a good job				
6. Evaluates teaching effectiveness courageously, accurately, and impartially				
7. Carries out supervision by devoting adequate time to this part of his duties				
8. Continually extends his own understanding of good curriculum practices as he provides the means for curriculum improvement and in-service programs				
9. Cooperates with central administrative staff in carrying out policies and programs of school and staff improvement				
D. PUPIL PERSONNEL SERVICES				
1. Establishes good relationships with pupils by demonstrating alertness to their interests and development				
2. Guards the health, physical well-being, and safety of the children in all school situations				
3. Makes adequate provision for individual differences among children				
4. Keeps adequate records on individual children				
5. Gives attention to providing a testing program that encourages growth in learning and improvement in teaching				

(Continued)

ROME, GEORGIA *(Continued)*

	3	2	1	Comments
E. SKILL IN COMMUNICATIONS (Oral and Written)				
1. It is easy for staff members to talk to the principal in the privacy of his office				
2. There is a tendency for the principal to do most of his communicating with the building staff on a face-to-face basis and to send out a limited number of written directives				
3. The principal is able to communicate in a frank and friendly manner with the administrators in the central office				
4. Communication in the school is a two-way process, directives are given and understood and staff members make their needs known				
F. RELATIONSHIPS WITH PEOPLE				
1. Maintains a high level of morale on the part of				
(a) Teachers				
(b) Students				
(c) Parents				
2. Knows and upholds the philosophy and policies of the Rome City School System				
3. Is consistent in:				
(a) Application of discipline for rules violations				
(b) Insists on quality performance by all members of the staff				

Signed _____
(Principal)

_____
(Superintendent)

TULSA, OKLAHOMA

Evaluations of principals are conducted by an administrative team selected by the Administrative Director of Elementary/Secondary Schools. Evaluations are made by the Administrative Director, consulting with other members of the evaluation team after a scheduled on-site visitation with the principal. The principal to be evaluated is to notify all members of the faculty grievance committee and the local classroom teachers association delegates in his building to select from among their number a committee of not more than five. The principal may also, if he wishes, appoint two additional faculty representatives to this committee. These seven members are to meet with the visiting team at the close of the school day on which the visitation takes place. The administrative team then discusses its observations and recommendations with the principal.

LEON COUNTY, FLORIDA (Tallahassee) -- Sealey Memorial School

Use of forms by principals: Developed and used by one principal since 1967.

Frequency of evaluation: Annually, at end of school year.

Disposition of completed forms: Returned anonymously by teachers. Studied by principal and placed in his own personal files.

Form used:

(Turn into office when completed. No signatures needed.)

TEACHER EVALUATION OF PRINCIPAL

Please number according to principal's areas of best performance: #1 best, #2 next, etc., with the weakest area indicated as #4.

( ) Supervision and improvement of instruction
( ) Leadership in personnel relations
( ) Development of community and public relations
( ) Maintenance of school plant

Please use this scale in evaluating the following characteristics:
5-superior; 4-very good; 3-average; 2-below average; 1-unsatisfactory

( ) Personal appearance
( ) Resourcefulness
( ) Initiative, drive
( ) Dependability
( ) Enthusiasm

Supervision and improvement of instruction:
( ) Curriculum guidance
( ) Help in getting professional and classroom materials needed
( ) Classroom visitation

Personal relations:
( ) Ability to deal with individual staff problems
( ) Cooperation with staff members; group participation in school policy-making encouraged
( ) Democracy in philosophy and procedures
( ) Conduct of staff meetings
( ) Administration of routine duties, such as administrative procedures, handling of materials and supplies, and keeping of school records.

Relationships with:

( ) Teachers
( ) Pupils
( ) Parents
( ) Custodians
( ) Secretary

Please use the back of this sheet to complete the following:
- Areas of greatest strength
- Needs for improvement
- How can the new teachers be helped more effectively

ALACHUA COUNTY, FLORIDA (Gainesville)

Use of form by principals: Used systemwide since 1968-69.

Frequency of evaluation: Twice a year.

Disposition of completed forms: The teacher places the anonymous evaluation in the principal's box, and the principal may do what he wishes with it.

Forms used:

THE TEACHER EVALUATES HIS/HER PRINCIPAL

Please check one of the three columns and give this form to your Principal or place it in his/her box. The purpose of this evaluation is to improve the total school program in an effort to make continuous improvement and to identify strengths and needs.

Principal _____ **School** _____ **Date** _____

	Acceptable	Needs Improvement	Not Observed
1. Develops clear and concise plans and policies with the staff for the operation of an effective educational program.			
2. Organizes school personnel and coordinates the programs so that maximum benefits in terms of student growth and development will result.			
3. Fosters good public relations through the support and involvement of lay citizens, community agencies, and organizations.			
4. Insures that each member of the instructional staff carries his fair part of the total school program, including participation in in-service training, meetings, pre- and post-school conferences and committee assignments.			
5. Allocates budget fairly, cooperatively, and where needs are the greatest.			
6. Portrays general characteristics as follows:			
a. Is available when needed			
b. Keeps lines of communication open			
c. Demonstrates professional knowledge and skill			
d. Displays empathy and understanding			
e. Demonstrates professional ethics			
f. Is professional with staff and faculty			
g. Deals objectively with staff problems			
h. Cooperates with staff members			
i. Is democratic in philosophy and procedures			
j. Holds meaningful, well structured, faculty centered staff meetings			
k. Administers routine duties, procedures, supplies, and records adequately			
l. Maintains school plant adequately			
m. Is dependable			
7. Provides a climate which induces innovative programs and security to try new ideas			

Comments:

Do not sign this form unless you are leaving your present position. In that event, it is suggested that you sign it and forward to the Personnel Office, Alachua County Board of Education, 1817 East University Avenue, Gainesville, Florida 32601.

_____

Signature of Teacher Upon Termination of Service

PORTLAND, MAINE -- Elementary School Area #9 (West and Reed Schools)

Use of form by principals: Self-made instrument used by principal of one elementary area, which includes two schools, since 1968-69.

Frequency of evaluation: Once a year, at the end of the year.

Disposition of completed forms: Submitted anonymously to the principal and read by him.

Form used:

Principal Evaluation Form

Directions: It would be most helpful and greatly appreciated if you would take a few moments to fill out the following questionnaire. It has been designed by me in an effort to have you, the people with whom I work most closely, evaluate my efforts at effective administration. Please strive to be objective and candid, for in no other way will the instrument prove to be useful. When complete, please place the questionnaire in the envelope provided for that purpose in each office.

1. Overall, I believe the principal is: well above average ( );
   above average ( ); average ( ); below average ( ); well below average ( ).
2. The principal's professional knowledge is: well above average ( );
   above average ( ); average ( ); below average ( ); well below average ( ).
3. The principal seems to be: genuinely concerned ( ); concerned ( );
   not very concerned ( ); unconcerned ( ) about the children in the school.
4. The principal provides: very effective ( ); moderately effective ( );
   not very effective ( ) professional leadership.
5. The principal is: definitely open to suggestions ( ); only appears to be ( );
   does not want advice ( ); responds moderately well ( ).
6. The principal provides assistance with discipline: always ( ); most of the time ( ); sometimes ( ); hardly ever ( ); never ( ).
7. I feel I can ( ) cannot ( ) go to the principal with a curriculum problem and get a satisfactory answer.
8. As far as making decisions is concerned, the principal is (check as many as you think apply): too slow ( ); indecisive ( ); too democratic ( ); not democratic enough ( ); does a creditable job ( ); fair and impartial ( ); has favorites ( ).
9. The principal's evaluation procedures are: helpful ( ); useful ( ); useless ( ); are on the right track ( ); can be improved ( ).
10. I feel the principal's potential is: high ( ); average ( ); low ( ).
11. In my opinion, students in general: respect ( ); ignore ( ); appreciate ( ); dislike ( ); value ( ); have no feeling toward ( ) the principal.

(Continued)

PORTLAND, MAINE *(Continued)*

12. The principal's meetings are held: too often ( ); not often enough ( ); often enough ( ).
13. Meetings are: too long as a rule ( ); not long enough ( ); just about the right length ( ).
14. The meetings should be rotated between West and Reed Schools: yes ( ); no ( ).
15. In my opinion, I think we need more grade-level meetings: yes ( ); no ( ).
16. The principal spends too much time at: meetings ( ); Reed School ( ); West School ( ); home ( ); in the office ( ); in the aide room ( ); drinking coffee and smoking cigars ( ); in the classroom ( ).
17. The principal should be in the classroom: much more ( ); is in often enough ( ); is in too often now ( ).
18. The principal should delegate more authority to the assistant principal: yes ( ); no ( ).
19. The principal needs to manage the teacher aides: more effectively ( ); does a good job right now ( ).
20. In general, I am satisfied with my professional relationship with the principal: to a high degree ( ); average ( ); dissatisfied ( ); I'm not really pleased ( ).
21. I believe that principals should periodically be rotated from area to area: yes ( ); no ( ).
22. From here on it is open-ended for you to include any narrative evaluation you wish to make. MANY THANKS.

SPRINGFIELD TOWNSHIP, PENNSYLVANIA (Oreland)

Use of forms by principals: At superintendent's suggestion in January 1970, used voluntarily by principals.

Frequency of evaluation: Once a year.

Disposition of forms: The teacher evaluation of the principal is part of the total administrative evaluation form. The first two parts of the form pertain to the principal's responsibilities and professional activities and are completed by him to provide background material for evaluation by the superintendent. Part three is to be completed by the principal's superior, by the principal himself, and by his teachers. Part four, a review of performance goals, is completed by the principal. Principal reviews teachers' evaluations of him, makes a composite list, and keeps completed forms in his building.

(Continued)

SPRINGFIELD TOWNSHIP, PENNSYLVANIA *(Continued)*

Form used: (Part three--teacher's evaluation of principal.)

GENERAL ADMINISTRATIVE PERFORMANCE

Administrator _____ Date _____

School _____ Position _____

The evaluation of the factors of general administrative performance listed below should be related to the administrator's major duties and responsibilities. Descriptive statements under some items are intended as guidelines only.

Superior	Satisfactory	Area Needs Attention	Not applicable	
				PERSONAL AND PROFESSIONAL CHARACTERISTICS
				I. Personal Characteristics (Appearance, speech and voice, health and vitality, emotional stability)
				II. Professional Ethics
				III. Leadership Characteristics (Willingness to make decisions and accept responsibility; forcefulness; ability to effect desirable changes)
				IV. Enthusiasm and Initiative Shown in Work (Quality and quantity of output)
				V. Success in Problem Solving (Judgment, logical thinking, creativity, imagination)
				VI. Professional Knowledge and Understanding
				ADMINISTRATIVE AND SUPERVISORY PERFORMANCE
				I. Success in Administration (Planning, organizing, communicating, influencing, carrying out district policies)
				II. Success in Supervision (Evaluating and improving teaching; developing a strong instructional program)
				III. Ability to Build Morale (Democratic in interpersonal relations; delegates; listens to other points of view)
				IV. Relations with Colleagues
				V. Relations with School Community (Ability to work with public; use of community resources)
				VI. Relations with Students
				VII. Attention to Detail and Routine
				VIII. Ability to Establish and Achieve Goals

(Continued)

SPRINGFIELD TOWNSHIP, PENNSYLVANIA *(Continued)*

EVALUATION SUMMARY - GENERAL ADMINISTRATIVE PERFORMANCE

A. Comments and suggestions of staff member

B. Commendations and suggestions of Superintendent (or other evaluator)

Date _____

Signature of Superintendent or other evaluator _____

Signature of administrator or staff member being evaluated _____

Position _____

POUDRE SCHOOL DISTRICT, COLORADO (Fort Collins)

Use of forms by principals: Used since 1963 on a voluntary basis.

Frequency of evaluation: Annually, generally.

Disposition of completed forms: Submitted to principal anonymously by teachers; principal disposes of form as he sees fit.

Form used:

PRINCIPALS APPRAISAL FORM
(To be used by teachers)

Please be as impersonal and objective as possible when checking the most descriptive item or items under each of the following questions. DO NOT SIGN YOUR NAME. Indicate the descriptive statements by a check (X) in the space provided.

1. Is the principal democratic, taking into account faculty, student, and community feeling before important decisions are made?
   ( ) Very democratic for all concerned
   ( ) Too little attention to faculty opinion
   ( ) Too little attention to student opinion
   ( ) Very dictatorial
   ( ) Very inconsistent
   ( ) Somewhat dictatorial
   ( ) Somewhat inconsistent
   ( ) Other: _____

2. Do you consider the principal effective when he attempts to correct a fault in a faculty member's work?
   ( ) Not tactful or diplomatic
   ( ) Overly careful, should be more direct
   ( ) Very tactful and diplomatic
   ( ) Direct, forceful, and easily understood
   ( ) Should "get after" teachers more when they are not doing the job
   ( ) Does not make it a practice to correct teachers
   ( ) Other: _____

(Continued)

POUDRE SCHOOL DISTRICT, COLORADO *(Continued)*

3. Is the principal one whose opinion and judgment you respect, and to whom you go for help with school problems?
   ( ) I would never go to him
   ( ) Principal will never commit himself
   ( ) Opinions valued, judgment generally sound
   ( ) Too difficult to contact and get time
   ( ) Sometimes he's very helpful, other times not
   ( ) Other: _____

4. Do you feel that the principal is readily available and has time to work with you when needed?
   ( ) Always willing to take time
   ( ) Always available, but appears to have his mind elsewhere
   ( ) Never available
   ( ) Out of the building too much
   ( ) Time is too limited for thorough talk
   ( ) Other: _____

5. Does the principal furnish sufficient supervisory leadership through class visitation?
   ( ) Should visit classes more often
   ( ) Visitation to classes is helpful
   ( ) Visitation is too frequent
   ( ) Unscheduled visits would help keep everyone on his toes
   ( ) Visits are appropriate, but follow-up counseling is poor
   ( ) Other: _____

6. What is your opinion of faculty meetings as conducted by the principal?
   ( ) Worthwhile--a vital part of our inservice improvement
   ( ) Useless--same could be accomplished on a bulletin
   ( ) Not enough open discussion--principal dominates
   ( ) Not often enough to be helpful
   ( ) Everyone should be required to attend, regardless of conflicts
   ( ) Too much griping
   ( ) Should be concerned with immediate school problems only
   ( ) Should be concerned with professional development rather than administrative details
   ( ) Other: _____

7. Do you feel that school organization, scheduling of classes, assigning of duties, control of activities, and other administrative details are well planned?
   ( ) Good organization, very few hitches
   ( ) Good plans, but not made clear to teachers
   ( ) Poor planning, slipshod organization
   ( ) Not enough communication with teachers over plans
   ( ) Other: _____

8. How do you regard the principal as a disciplinarian?
   ( ) Very fair and reasonable
   ( ) Extremely harsh and unreasonable
   ( ) Fair but not strict enough
   ( ) Too reluctant to punish
   ( ) Prefers counseling and constructive suggestions
   ( ) Altogether too lenient
   ( ) Does not regard it as his function
   ( ) Very effective; always gets improvement
   ( ) Strings along with severe deviates too long before taking extreme action
   ( ) Stands by teachers 100 percent
   ( ) Does not support teacher's stand with students
   ( ) Very inconsistent; students never know what to expect
   ( ) His first aim is to help students
   ( ) Too friendly with students, should be more aloof
   ( ) Students respect his judgment and regard him as their friend
   ( ) Other: _____

(Continued)

POUDRE SCHOOL DISTRICT, COLORADO *(Continued)*

9. What do you think of the principal's faculty bulletins?
( ) Worthless. I never read them
( ) Too wordy
( ) Tries to accomplish too much with them
( ) Really keep me informed about school events and problems
( ) Look forward to them, read them with interest
( ) Would like to see weekly calendar to keep us informed
( ) Other: _____

10. How do you regard the principal's practices in making equitable assignments of duties (in and out of classroom?)
( ) As fair and equitable as it possibly could be
( ) Teacher's load in this school varies considerably
( ) Policy seems to be "Oil the wheel that squeaks the loudest"
( ) Principal loads the willing ones heavily
( ) It would be impossible to devise an absolutely equitable load for everyone
( ) Supervision is inadequate; more assignments are needed in certain areas
( ) Other: _____

11. How do you evaluate the principal's philosophy as it affects long-range planning, curriculum development, and organization?
( ) Progressive and forward-looking
( ) Principal is well informed and moves ahead carefully and advisedly
( ) Very unwilling to try anything new
( ) Tries too many rash ideas without thorough thought and practice
( ) Keeps up very well on current educational theory and practice
( ) Very uninformed; no apparent working philosophy
( ) Other: _____

12. Does the principal contribute to good teacher morale?
( ) Compliments and encourages when justified
( ) Seems to be very sensitive to teacher morale
( ) Seems to be insensitive to teacher's feelings
( ) Unprofessional in discussion of individual teacher's problems
( ) Finds fault with teachers too much
( ) Encourages teachers in their complaints
( ) Does a good job of appeasing disgruntled teachers and "hurt feelings"
( ) Doesn't keep his word with teachers
( ) Makes too many plans affecting teachers without telling them
( ) Other: _____

13. To what extent does the principal provide professional leadership?
( ) Encourages new techniques, helps with new ideas
( ) Encourages experimentation and research
( ) Is interested in good teaching, obviously promotes it
( ) Does not devote enough attention to this area
( ) Would like to help but doesn't seem to have the skill and know-how
( ) Should spend more of his time in this area
( ) Is too wrapped up in detail to do a good job in this area
( ) Other: _____

14. How does the principal function in helping teachers?
( ) Very effective, teachers are well-informed about procedures
( ) More time should be given in pre-school orientation
( ) New teachers are left too much on their own devices
( ) Too little supervision
( ) Should spot "trouble spots" earlier
( ) Other: _____

(Continued)

POUDRE SCHOOL DISTRICT, COLORADO *(Continued)*

15. How does the principal represent the school to the parents and community?
( ) Good "publicity man" for the school--sells it well to the community
( ) Encourages teachers to publicize classroom activities
( ) Meets parents well; they believe in the school
( ) Handles critical constituents well; diplomatic but direct
( ) Very clumsy with parents; offends them often
( ) Too wishy-washy with parents; should be more direct
( ) Doesn't get enough of school news before the public through press and radio
( ) Does not see value of good public relations
( ) Strong point, effective all around
( ) Tries to do too much himself, needs help
( ) Over-emphasizes certain departments--neglects others
( ) Other: _____

LINCOLN COUNTY, OREGON (Newport) -- Newport High School

Use of form by principals: Used by principal of one high school since 1967-68.

Frequency of evaluation: Annually in January.

Disposition of forms: Teachers give forms to principal, who tabulates them, analyzes the areas in which he needs to improve, and forwards the tabulation to the central office. The summary form is placed in the principal's file but the superintendent does not use the form to personally evaluate the principal.

Form used:

Principal Evaluation Report Form

19__19__

Name _____ School _____

A. EDUCATIONAL LEADERSHIP AND SUPERVISION

	1*	2*	3*
1. Formulates plans in cooperation with staff members and works with teachers individually and in groups to improve instruction.			
2. Aids teachers in obtaining and using a variety of up-to-date materials and resources.			
3. Provides opportunity for teachers to try new practices and techniques.			
4. Visits classes on a regular basis.			
5. Uses classroom visits and interviews to help teachers to increase their effectiveness.			
6. Arranges a variety of educational activities, such as workshops and conferences, and individual and group research projects.			

(Continued)

LINCOLN COUNTY, OREGON *(Continued)*

	1*	2*	3*
7. Seeks ways to enlist teachers in study and activity concerning the instructional program.			
8. Encourages the professional growth of teachers and helps them to develop themselves to their highest potential.			
9. Assists teachers in the interpretation and evaluation of the instructional process.			
10. Is democratic, taking into account faculty, student, and community feeling before important decisions are made.			
11. Is approachable and friendly, one to whom teachers will turn for advice and assistance.			
12. Makes use of faculty meetings for the improvement of instruction.			
13. Helps all staff members to attain a feeling of security and satisfaction in their work.			
14. Makes decisions and sticks with them in the face of disagreement and criticism.			
15. Maintains a balanced program of school activities.			
16. Pupil morale is high and conduct in the school and on the grounds is acceptable.			
B. ADMINISTRATIVE ORGANIZATION			
1. Budgets his time to provide a balance between administrative and supervisory duties.			
2. Assigns teachers in the areas in which their teaching will be most effective.			
3. Registrations, scheduling, and reporting procedures make possible a high degree of efficiency in the use of teacher and student time.			
4. Supplies and equipment are well accounted for but readily accessible when needed by teachers.			
5. Initiates good procedures for expenditure of budget through conferences with all departments.			
C. PLANT OPERATION AND MANAGEMENT			
1. Inspects plant facilities regularly to insure efficient operation and healthful conditions.			
2. Directs the planning and operation of a program of safety and safety education.			
3. Has developed a program whereby buildings and grounds are generally neat and clean.			
4. Has a good working relationship with the custodial department.			

(Continued)

LINCOLN COUNTY, OREGON *(Continued)*

	1*	2*	3*
D. OFFICE MANAGEMENT			
1. Office procedures are as uncomplicated as possible and well understood by the entire staff.			
2. Visitors are greeted courteously and given prompt attention.			
3. Records and reports are completed accurately and on time.			
4. Members of the clerical staff understand their duties and responsibilities.			
5. Internal funds are properly accounted for.			
E. COMMUNITY RELATIONSHIPS			
1. There is a definite plan for the interpretation of the school program to the community.			
2. District-wide concepts and programs are interpreted as well as those of the individual school.			
3. Participates actively in community service.			
4. Is the educational leader in his community as well as in his school.			
F. PROFESSIONAL CHARACTERISTICS			
1. Exhibits a well-formulated philosophy of education consistent with the American concept of democracy.			
2. Stays abreast of current educational advances and literature.			
3. Demonstrates ability to grow professionally.			
4. Organizes and plans well.			
5. Is sensitive to problems of students, teachers and parents.			
6. Maintains membership in professional organizations.			
7. Is an active participant in professional meetings.			
8. Works cooperatively with the central staff.			
G. PERSONAL CHARACTERISTICS			
1. Is free from chronic ailments - attendance is generally good.			
2. Exhibits the necessary physical stamina to withstand the rigors of the job.			
3. Exhibits emotional maturity and stability.			
4. Exhibits the personality traits necessary for good human relations.			

(Continued)

LINCOLN COUNTY, OREGON *(Continued)*

	1*	2*	3*
5. Presents a good personal appearance.			
6. Is poised and self-confident.			
7. Expresses himself well, both orally and in writing.			

COMMENTS:

****

_____
Superintendent

_____
Principal

_____
Date

*RATING CODE:

1. Outstanding Areas
2. Capable Areas
3. Areas of Concern

ABERDEEN, WASHINGTON

Use of form by principals: In 1970 all teachers in the district were asked by the superintendent to evaluate their principals and vice principals. Teachers also evaluate their directors and coordinators and principals evaluate the central office staff (see pages 44-47).

Frequency of evaluation: Annually

Disposition of forms: Forms completed by teachers are sent to superintendent who compiles data to use in evaluation conference with the principal or vice principal. The form is designed to provide data in areas in which the superintendent feels teachers have had more direct experience.

Form used:

TEACHER EVALUATION OF PRINCIPAL

_____
Name of Person Being Evaluated

Instructions: You are asked to rate your administrator on the following scale. Your rating will be anonymous. You do not need to sign the evaluation sheet. A summary of results will be used by the Superintendent with the administrator to work toward improved effectiveness.

	Always or Usually	Some-times	Seldom or Never	Not Enough Information to Respond
*1. Demonstrates an interest in what is happening in each classroom	____	____	____	____
2. Stimulates the teacher to be creative in his teaching.	____	____	____	____

(Continued)

ABERDEEN, WASHINGTON *(Continued)*

	Always or Usually	Some-times	Seldom or Never	Not Enough Information to Respond
3. Makes wise assignments of responsibilities to each teacher to utilize special talents and provide the best program for students.	____	____	____	____
*4. Attempts to understand and help resolve teachers' professional problems.	____	____	____	____
*5. Is readily available for consultation by staff members and makes them feel welcome to bring problems to him.	____	____	____	____
6. Studies implications before changing the program.	____	____	____	____
7. Consults with teachers when developing new programs.	____	____	____	____
8. Understands and tolerates differences in point of view in his staff and community, where appropriate.	____	____	____	____
9. Works effectively with staff as a group to improve program.	____	____	____	____
10. Plans and conducts worthwhile faculty meetings.	____	____	____	____
11. Effectively resolves conflicts between staff members.	____	____	____	____
*12. Has respect of staff.	____	____	____	____
13. Allows for appropriate amounts of faculty and student involvement in developing and evaluating school policies.	____	____	____	____
*14. Creates an atmosphere of relationships in the school conducive to high morale.	____	____	____	____
*15. Maintains high working standards for self and staff.	____	____	____	____
16. Stimulates professional growth and development.	____	____	____	____
*17. Helps teacher to know whether or not he is doing a good job.	____	____	____	____
*18. Is sincere and consistent in dealing with staff.	____	____	____	____
*19. Demonstrates a sincere interest in helping problem students overcome difficulties.	____	____	____	____
*20. Is consistent and fair in administering discipline to students.	____	____	____	____
*21. Has the respect of students.	____	____	____	____

(Continued)

ABERDEEN, WASHINGTON *(Continued)*

		Always or Usually	Some-times	Seldom or Never	Not Enough Information to Respond
*22.	Takes prompt and appropriate action when a problem arises.	____	____	____	____
23.	Does an effective job of orienting new teachers to the school, the district and the teaching profession.	____	____	____	____
24.	Plans and implements a well-organized opening and closing of the school year.	____	____	____	____
*25.	Explains clearly and is easy to understand.	____	____	____	____
26.	Does an effective job of interpreting district philosophy and policies to staff.	____	____	____	____
*27.	Works effectively with parents.	____	____	____	____
*28.	Effectively resolves conflicts between parents and staff and students and staff.	____	____	____	____

Comments:

* These items comprise the form used by teachers to evaluate their vice-principals.

BAY CITY, TEXAS

Use of forms by principal: Used systemwide beginning in 1969-70.

Frequency of evaluation: Annually.

Disposition of forms: Responses from teachers are sent to the superintendent, tabulated, and summarized on a single page. A copy goes to the principal who has been evaluated; the superintendent keeps another copy. The original forms are kept for one year until the next evaluation for comparative purposes. The results of the teacher evaluation are discussed between the principal and the administrative council as part of the principal's formal evaluation by the council.

Form used:

PRINCIPAL EVALUATION FORM

Name of Principal _____

Evaluative processes are conducted to indicate areas of strengths as well as the need for change of techniques and practices for the improvement of effectiveness. Your assistance in the evaluation of your principal is needed. Please complete the following check list and return unsigned to your building representative.

(Continued)

BAY CITY, TEXAS *(Continued)*

(X) Check the appropriate column by using the following standard:

1 Outstanding 2 Above Average 3 Average 4 Below Average 5 Poor

	1	2	3	4	5
Provisions for Educational Environment					
Constructive Supervision					
Planning and Coordination of School Program					
Provisions for Creative Instruction					
Assistance to Teachers in Curriculum Planning					
Providing Materials to Meet Individual Student's Needs					
Effectiveness in Counseling Students					
Fair and Proper Assignment of Teacher Duties					
Orientation of New Teachers					
Assistance to Teacher with Disciplinary Problems					
Efficiency in Grouping and Providing Balanced Teacher-Load					
Shows Evidence of Professional Growth					
Provides Opportunity for Professional Growth of Teachers					
Keeps to a Minimum Interruption of Classroom Activities					
Effectiveness in Community Relations					
Effectiveness in Providing "School Morale"					
Adequate Communication Skills					
Acceptance of New Concepts					
Brings Teachers Into Planning for Staff and Faculty Meetings (as to Time, Place and Agenda)					
Makes Himself Easily Available When Needed					
Coordinating School Services, e.g. Custodial, Nursing, Counseling, etc.					
Interpreting Policies of Superintendent and School Board					
Effectiveness in Assisting With Parent-Teacher Relations					
Personality					
Gives Careful Consideration to Suggestions from Teachers					
Sympathetic Understanding of Both Teacher and Student Needs					

Suggestions for administrative improvement in your school:

_____

(Continued)

BAY CITY, TEXAS *(Continued)*

Comments:

_____

_____

FAYETTE COUNTY, KENTUCKY (Lexington)

Use of forms by principals: Will be used systemwide in the 1970-71 school year for teachers to evaluate their principals, associate principals and supervisors. The form will also be used for appraisal of each division and department head by the members of his unit and appraisal of central office staff members by principals with whom they have had frequent professional association during the evaluation period (see page 44).

Frequency of evaluation: Each administrator and supervisor will be evaluated in his first and second year in a position, and every fourth year thereafter.

Disposition of forms: Forms are to be distributed, completed, and returned during a faculty meeting, principals' meeting, or central office staff meeting. The completed forms are to be used exclusively by the person being appraised. Each administrator is to carefully review and analyze the completed forms.

Form used:

APPRAISAL OF ADMINISTRATIVE/SUPERVISORY SERVICES

Name of Person Being Evaluated: _____
Assignment of Person Being Evaluated: _____
Period Covered _____ 19__ to _____ 19__
Title/Assignment of Appraiser: _____

Instructions:

1. Carefully read the professional qualities and accompanying definitive statements as listed below.

2. In the space provided check the three qualities which you would rank the highest if you were ranking these qualities from highest to lowest. In the second column check the three qualities you would rank the lowest.

	Highest Ranking Qualities	Lowest Ranking Qualities
ORGANIZATION (Sees that each person's responsibilities are clearly defined. Effectively delegates authority. Lets members know what is expected of them. Sees that members acquire needed equipment. Minimizes confusion.)	_____	_____

(Continued)

FAYETTE COUNTY, KENTUCKY *(Continued)*

	Highest Ranking Qualities	Lowest Ranking Qualities
ADMINISTRATION (Coordinates work of all members. Emphasizes meeting of deadlines. Makes prompt and workable decisions. Recognizes situations which require attention.)	_____	_____
PLANNING (Plans and utilizes time to best advantage. Establishes realistic goals. Seeks group participation in planning. Establishes meaningful priorities.)	_____	_____
COMMUNICATIONS (Encourages members to express ideas. Keeps members informed. Expresses appreciation for a job well done. Provides constructive criticism when appropriate. Expresses himself clearly. Facilitates exchange of information within groups.)	_____	_____
RELATIONSHIP WITH STAFF (Makes it pleasant to be a member of his group. Provides personal attention. Shows concern for each member's welfare. Is cooperative. Is understanding. Commands respect. Creates enthusiasm.)	_____	_____
RELATIONSHIP WITH COMMUNITY (Participates in community activities. Is tactful and courteous. Enlists community support. Effectively interprets school program to community.)	_____	_____
PROFESSIONAL GROWTH AND ETHICS (Maintains contact with current research and practices. Contributes to educational leadership. Receptive to new approaches. Maintains high standard of professional ethics.)	_____	_____
INSTRUCTIONAL LEADERSHIP (Develops and maintains an effective instructional program. Develops program for good citizenship. Supervises instructional program. Provides for effective use of materials.)	_____	_____
PERSONAL CHARACTERISTICS (Demonstrates good physical health and emotional stability. Presents favorable appearance. Recognizes value of good grooming.)	_____	_____
RELATIONSHIP WITH PUPILS (Commands respect. Maintains good discipline. Expresses concern for their individual welfare. Supervises total program of pupil services.)	_____	_____

YOUNGSTOWN, OHIO

Use of forms by principals: Voluntary

Frequency of evaluation: Once a year since 1968.

Disposition of completed forms: Unsigned completed forms are placed in a box which is not opened until all teachers have had the opportunity to submit their forms. Principal reviews forms and disposes of them as he sees fit.

Form used:

PERSONNEL ADMINISTRATION IN ELEMENTARY SCHOOL

PROCEDURES FOR EVALUATING THE PRINCIPAL

This form is for evaluating me and my work. I should appreciate your completing it as thoroughly and as honestly as possible. This is not for the Board of Education but for self-improvement only.

So that this will be completely anonymous, please seal it in the attached envelope and put it in the box provided in the office for this purpose. Check your name. The box will not be opened until all names have been checked.

Name of Administrator _____

Name of District _____

Name of School _____

Check (✓)

3. If it is clearly evident that the item represents superior practice.

2. If evidence indicates that the item represents satisfactory or average practice.

1. If there is little affirmative evidence, but the item generally represents unsatisfactory practice.

A. PERSONAL QUALITIES

	3	2	1	Comments
1. Defends principle and conviction in the face of pressure.				
2. Earns respect and standing among his professional colleagues.				
3. Is neat and well-groomed.				
4. Is genuinely pleasant and attentive, displaying a good sense of humor.				
5. Maintains poise under trying situations.				
6. Has vitality ensuring regular performance.				
7. Shows a deep sense of loyalty to associates and respect for group decisions cooperatively reached.				

(Continued)

YOUNGSTOWN, OHIO *(Continued)*

	3	2	1	Comments
8. Has a personal goal for improvement through graduate study, studying the professional literature, and other known practices.				
B. COMMUNITY RELATIONSHIPS				
1. Gains respect and support of the community in the conduct of the school operation.				
2. Actively participates in P.T.A. work without dominating the organization.				
3. Develops an understanding by parents of the program and philosophy of the school.				
4. Achieves status as a community leader in public education.				
5. Lives a normal, balanced life acceptable to the community.				
C. ADMINISTRATION & SUPERVISION				
1. Is prompt in carrying out his duties.				
2. Demonstrates loyalty to the profession and participates in activities of professional organizations.				
3. Demonstrates good judgment in decision making.				
4. Helps teachers and other professional workers grow in their professional capabilities by providing them with security and freedom to do a good job.				
5. Evaluates teaching effectiveness courageously, accurately, and impartially.				
6. Carries out supervision by devoting adequate time to this part of his duties.				
7. Continually extends his own understanding of good curriculum practices as he provides the means for curriculum improvement and in-service programs.				

WINSTON-SALEM/FORSYTH COUNTY, NORTH CAROLINA (Winston-Salem)

Use of forms by principals: Voluntary.

Frequency of evaluation: At principal's discretion, generally annually.

Disposition of completed forms: At principal's discretion.

Form used:

EVALUATION OF ADMINISTRATIVE SERVICE

By the Faculty

Key: Check 1. Operating at a high professional level.

2. Operating at an acceptable level.

3. Needs to improve.

	1	2	3
1. Stays familiar with and carries out policies	____	____	____
2. Maintains good working relations with colleagues and community	____	____	____
3. Has knowledge of instructional program	____	____	____
4. Has well organized faculty meetings	____	____	____
5. Conducts faculty meetings within reasonable lengths	____	____	____
6. Recognizes and appreciates achievements of teachers	____	____	____
7. Is aware of maintenance and plant facilities	____	____	____
8. Offers help in solving problems and criticizes constructively	____	____	____
9. Strives to meet teachers' needs for materials and equipment	____	____	____
10. Keeps school day clear from interruptions	____	____	____
11. Works with teachers on parent conferences	____	____	____
12. Has a sense of humor	____	____	____
13. Listens to teachers' ideas and opinions	____	____	____
14. Has satisfactory relationship with children	____	____	____
15. Is efficient in handling of discipline	____	____	____
16. Is efficient in total school organization	____	____	____

Date _____

DODGE CITY, KANSAS

Use of form by principals: Used systemwide at both elementary and secondary levels.

Frequency of evaluation: Not reported.

Disposition of completed forms: Available to principals and central office administration, but have not as yet been shown to board of education.

Form used:

FORM FOR APPRAISAL OF SCHOOL'S ADMINISTRATOR

Rating scale: (1) strong, (2) acceptable, (3) needs improvement.

Please evaluate the administration of this school as to proficiency in the following areas: (Feel free to omit items if you are uncertain.)

_____1. Provision of needed help for teachers.
_____2. "Backing of teachers" when they need it.
_____3. Pride in the teaching profession.
_____4. Contribution to staff morale.
_____5. Sense of humor.
_____6. Courage and ability to react well under pressure.
_____7. Accessibility - willingness to listen to teachers and students with problems.
_____8. General organization.
_____9. Maturity of judgment.
____10. General discipline.
____11. Evaluation of teachers.
____12. Educational philosophy.
____13. Honesty and dependability.
____14. Ability to hold temper and maintain even disposition.
____15. Provision, in the school program, for individual differences.
____16. Faculty meetings.
____17. Extent to which the program tends to help students become more self-reliant.
____18. Personal appearance.
____19. Enthusiasm.
____20. Tact in dealing with students, teachers, and others.
____21. Provision of democratic leadership.
____22. Cooperation.
____23. Orientation of new teachers.
____24. Orientation of new students.
____25. Maintenance of cumulative student records.
____26. Empathy for students.
____27. Empathy for teachers.
____28. General efficiency of school office.

Additional comments or suggestions:

CHEYENNE, WYOMING

Use of form by principals: Voluntary on part of principals, since 1968-69.

Frequency of evaluation: Annually, at midyear.

Disposition of forms: Teachers give completed forms to department chairmen, who in turn give them to the school advisory committee. The committee tabulates the results, gives the principal a copy of the summary, and destroys the individual forms. Unless the principal so requests, the summary is not placed in his personnel file.

Form used:

SEMANTIC-DIFFERENTIAL ANALYSIS

Directions: Whether you are rating yourself or others, you can give one of seven different ratings for any one category. A glance at the test will quickly show you six of the seven. The seventh is a "no opinion," which should be indicated by marking the middle column.

	Very	Quite	Slight		Slight	Quite	Very	
competent								incompetent
not approachable								approachable
speaks up								clams up
follower								leader
sincere								insincere
stubborn								flexible
listens								doesn't listen
fence straddler								takes a stand
acts								procrastinates
closed-minded								open-minded
gets to point								roundabout
emotional								objective
helps others								ignores others
unfair								fair
solves problems								ignores problems
restricts others								permits initiative
sees both sides								sees one side
guts								gutless

_____ Person Being Rated

Self Rating? _____ Yes _____ No

DUBUQUE, IOWA -- Irving Elementary School

Use of form by principal: Voluntary, used by one principal only.

Frequency of evaluation: First used in 1968-69; will be used occasionally, but not every year.

Disposition of forms: Unsigned forms were given to principal's secretary. Principal made a composite of the evaluations to guide him in improving his work.

Form used:

ADMINISTRATOR EVALUATION

BE SURE TO MARK AN ANSWER FOR EVERY STATEMENT

My administrator:	Always true / True most of the time / True about half of the time / Seldom true / Not true
1. Encourages teachers to come to see him with their problems	1 2 3 4 5
2. Offers criticism and/or praise in a constructive manner	1 2 3 4 5
3. Seeks to maintain good inter-staff relations and morale	1 2 3 4 5
4. Is receptive to ideas from his staff	1 2 3 4 5
5. Treats all the faculty equally	1 2 3 4 5
6. Is flexible	1 2 3 4 5
7. Fosters good relationships between staffs	1 2 3 4 5
8. Works toward a good staff morale	1 2 3 4 5
9. Is a knowledgeable resource person	1 2 3 4 5
10. Is willing to admit his mistakes	1 2 3 4 5
11. Expects too much of his teachers	1 2 3 4 5
12. Treats his staff members with individual respect	1 2 3 4 5
13. Has a sense of humor	1 2 3 4 5
14. Encourages differences of opinion	1 2 3 4 5
15. Encourages creative teaching	1 2 3 4 5
16. Cares more about what some teachers say	1 2 3 4 5
17. Is receptive to new ideas	1 2 3 4 5
18. Accepts suggestions from his staff	1 2 3 4 5
19. Praises teachers for jobs well done	1 2 3 4 5
20. Lets me know what is expected	1 2 3 4 5
21. Is afraid of change	1 2 3 4 5
22. Keeps teachers well-informed on new school policies and procedures	1 2 3 4 5
23. Is never too busy to listen to problems of mine or other teachers	1 2 3 4 5
24. Listens with understanding to what I have to say	1 2 3 4 5
25. Is consistent in his application of school policies and procedures	1 2 3 4 5
26. Is receptive to my trying new ideas	1 2 3 4 5
27. Is cooperative with others	1 2 3 4 5
28. Enjoys his work	1 2 3 4 5

EVALUATION OF CENTRAL OFFICE STAFF AND SERVICES

In two of the responding systems, Fayette County, Kentucky, and Aberdeen, Washington, central office administrators are evaluated by the principals. In Aberdeen, teachers are also permitted to evaluate central office subject matter directors and coordinators. The form used in Fayette County is the same as that used by teachers to evaluate principals (see page 36). In Aberdeen, however, separate forms have been developed, and are reproduced below. The first form is used by principals to evaluate the superintendent, assistant superintendent, and administrative assistant for business. The second is the form used by teachers to evaluate directors and coordinators.

In Alum Rock Elementary School District, California, each year principals are required by board policy to evaluate the services and functions of the central office. A committee of principals appoints groups of five or six principals, each group to evaluate one of six areas in the central office--the superintendency, administrative services, instructional services, business services, personnel office services, and special services. The membership of the six groups is selected to provide a broad-based cross-section representation of the district, recognizing such factors as the availability of the principals, the inclusion of upper grade and K-6 principals, experience, number of school personnel, and target area schools.

The meetings to evaluate the services and functions of the central office are held between the close of school and the first of July each year. Each group selects a chairman who calls the meetings and a recorder who records group discussions, summarizes the findings, and reviews the summary with the members of the group. The chairman is responsible for interpreting the group's findings in a conference with the superintendent. The groups are each provided with a list of responsibilities of the offices they are evaluating to guide them in their discussions.

Additionally, two systems--Shoreline School District, Washington (Seattle), and Glen Ridge, New Jersey--use a form for noncertificated personnel to evaluate their supervisors. The Shoreline form is reproduced in ERS Circular No. 4, 1969, *The Evaluation of Noncertificated Personnel* (48 p. $1.50)

Aberdeen, Washington

ADMINISTRATOR EVALUATION OF CENTRAL OFFICE STAFF

_____
Name of Person Being Evaluated

Instructions: You are asked to rate your central office staff on the following scale. Your rating will be anonymous. You do not need to sign the evaluation sheet. A summary of results will be used by the Superintendent with the administrator to work toward improved effectiveness.

	Always or Usually	Sometimes	Seldom or Never	Not Enough Information to Respond
1. Demonstrates an interest in what is happening in each school and program.	____	____	____	____
2. Stimulates the administrator to be creative in his work.	____	____	____	____
3. Makes wise assignments of responsibilities to each administrator to utilize special talents and provide the best program for the district.	____	____	____	____
4. Attempts to understand and help resolve administrators' professional problems.	____	____	____	____

(Continued)

ABERDEEN, WASHINGTON *(Continued)*

	Always or Usually	Some-times	Seldom or Never	Not Enough Information to Respond
5. Is readily available for consultation by administrators and makes them feel welcome to bring problems to him.	____	____	____	____
6. Studies implications before changing the school program.	____	____	____	____
7. Consults with administrators when developing new programs.	____	____	____	____
8. Understands and tolerates differences in point of view in his staff and community, where appropriate.	____	____	____	____
9. Works effectively with staff as a group to improve program.	____	____	____	____
10. Plans and conducts worthwhile administrators' meetings.	____	____	____	____
11. Effectively resolves conflicts between administrators.	____	____	____	____
12. Has the respect of administrators.	____	____	____	____
13. Allows for appropriate amounts of administrator, faculty and student involvement in developing and evaluating school policies.	____	____	____	____
14. Creates an atmosphere of relationships in the schools conducive to high morale.	____	____	____	____
15. Maintains high working standards for self and staff.	____	____	____	____
16. Stimulates professional growth and development.	____	____	____	____
17. Helps administrator to know whether or not he is doing a good job.	____	____	____	____
18. Is sincere and consistent in dealing with staff.	____	____	____	____
19. Has the respect of teachers.	____	____	____	____
20. Takes prompt and appropriate action when a problem arises.	____	____	____	____
21. Plans and implements a well-organized opening and closing of the school year.	____	____	____	____

(Continued)

ABERDEEN, WASHINGTON *(Continued)*

	Always or Usually	Some-times	Seldom or Never	Not Enough Information to Respond
22. Explains clearly and is easy to understand.	____	____	____	____
23. Does an effective job of interpreting district philosophy and policies to staff.	____	____	____	____
24. Effectively resolves conflicts between administrators and teachers and between administrators and parents and students.	____	____	____	____

Comments:

Aberdeen, Washington

STAFF EVALUATION OF DIRECTORS AND COORDINATORS

_____
Name of Person Being Evaluated

Instructions: You are asked to rate your Director or Coordinator on the following scale. Your rating will be anonymous. You do not need to sign the evaluation sheet. A summary of results will be used by the Superintendent with the administrator to work toward improved effectiveness.

	Always or Usually	Some-times	Seldom or Never	Not Enough Information to Respond
1. Demonstrates an interest in what is happening in each school.	____	____	____	____
2. Stimulates personnel to be creative in their work.	____	____	____	____
3. Attempts to understand and help resolve personnel's professional problems.	____	____	____	____
4. Is readily available for consultation by staff members and makes them feel welcome to bring problems to him.	____	____	____	____

(Continued)

ABERDEEN, WASHINGTON *(Continued)*

	Always or Usually	Some-times	Seldom or Never	Not Enough Information to Respond
5. Understands and tolerates differences in point of view in the staff and community, where appropriate.	____	____	____	____
6. Works effectively with staff as a group to improve program.	____	____	____	____
7. Plans and conducts worthwhile staff meetings.	____	____	____	____
8. Effectively resolves conflicts between staff members.	____	____	____	____
9. Has respect of administrators.	____	____	____	____
10. Maintains high working standards for self and staff.	____	____	____	____
11. Stimulates professional growth and development.	____	____	____	____
12. Helps teacher to know whether or not he is doing a good job.	____	____	____	____
13. Is sincere and consistent in dealing with staff.	____	____	____	____
14. Has the respect of personnel in his area.	____	____	____	____
15. Does an effective job of orienting new personnel to the school district.	____	____	____	____
16. Does an effective job of interpreting district philosophy and policies to staff.	____	____	____	____

Comments:

SCHOOL SYSTEM EVALUATION PROGRAMS DEVELOPED AND ADMINISTERED BY UNIVERSITIES

Stanford Center for Research and Development in Teaching, Stanford University, Palo Alto, California

The Principal's Behavior Questionnaire developed by the Stanford Center consists of 12 statements, each describing an element of a principal's professional behavior. For each of these items, the teacher is asked first to indicate on a 10-point scale the degree to which, in his opinion, the statement applies to the behavior of an ideal principal. Second, the teacher is asked to indicate on the same scale the degree to which the statement applies to the behavior of his own principal. From the responses, the Center compiles 12 separate graphs, each showing the average response characterizing the ideal principal and, on the same graph, the average response of the principal's teachers regarding the degree to which his own behavior meets the descriptive statement. The 10-point scale ranges from "not at all like" to "extremely like." The graphs are sent from the Center directly to the principal.

University of Illinois, Urbana, Illinois

In 1965 the College of Education of the University of Illinois sponsored a demonstration project for gifted youth. In order to select administrators to participate in the seminar program, teachers working under prospective candidates were asked to complete a form relating to their principal. The first part of the form was composed of 64 statements about administrators; teachers were asked to indicate the degree to which each statement was true about their principal, using a five-point scale ranging from "always true" to "not true." The second part of the questionnaire form was an in-basket exercise in which six hypothetical incidents were given, with five possible solutions to each. Teachers were to imagine that their administrator was the director of the gifted program, and were to rank from 1 (most likely) to 5 (least likely) the possible actions their principal would take, or to offer an alternative solution if none of the five seemed appropriate. The participating teachers were also told to rank on the same scale their own probable behavior in the situation. Both forms were then sent directly to the University for compilation.

As part of the summer 1965 workshop at the University, the Demonstration Project for Gifted Youth constructed a "Style of Teaching Inventory." Students were asked to indicate on the form the degree to which each of 52 statements described his teacher, rating each on a five-point scale from "always true" to "not true." This particular evaluation form was also used in the spring of 1968 at Lakeview High School in Decatur, Illinois.

Purdue University, Lafayette, Indiana

Cupertino Elementary School District, California, reported that in the spring of 1968 the Purdue Teacher Opinionaire was used on a trial basis and in the spring of 1969 on a systemwide basis. The evaluation of the principal is one of the factors in the Opinionaire. The objective of the Opinionaire is primarily one of assessing the effect of teacher-principal rapport on general school effectiveness. The form contains 20 statements which might be made about the principal of any school. The teacher is asked to indicate whether he agrees, probably agrees, probably disagrees, or disagrees with the statement as it applies to his principal.

The completed Opinionnaires are sent to the district personnel office for machine scoring. After the entire form has been scored, profiles are developed on each of 10 factors measured by the Opinionaire, including teacher response to the principal. The profiles are delivered to the school for faculty reaction and discussion.

The San Juan Unified School District, Carmichael, California, also reported using the Purdue Rating Scale for Administrators and Executives, but no details were submitted.

Educator Feedback Center, Western Michigan University, Kalamazoo, Michigan

At the request of a teacher or principal, the Educator Feedback Center provides a Teacher Image Questionnaire to be administered to one or more of a teacher's classes, at a fixed price per class. The questionnaire form is designed to help teachers learn how students feel about and perceive sig-

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nificant characteristics of a teacher. Designed to be administered to grades 7-12, the questionnaire measures reactions varying from poor to excellent in 16 areas including knowledge of subject, fairness, control, attitude toward students, variety in teaching procedures, encouragement of student participation, and sense of humor.

As soon as the questionnaires have been completed, they are shipped back to the Center for analysis. After analysis, an image profile is developed and sent to the teacher. In addition to the Teacher Image Profile, the Center compiles a listing of factors which might be causing problems indicated by the profile and suggestions for possible behavioral changes designed to improve teaching effectiveness. These are potential causes and solutions based on exhaustive reviews of behavioral science research from which the teacher may make selections based on his familiarity with the situation. All feedback is confidential and goes only to the person on whom it was obtained, unless that person requests otherwise.

Upon request, the Center will also prepare "superimposed" image profiles which show graphically the discrepancies between a teacher's self-image, his real image, and his ideal image; how students in different classes perceive the same teacher; and how much perceived effectiveness is altered over a period of time.

Similar services are available for administrators, counselors, and college instructors.

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